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BULLETIN

OF THE

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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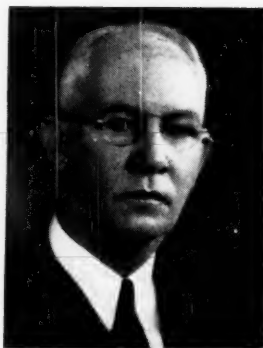
FORMER PRESIDENTS



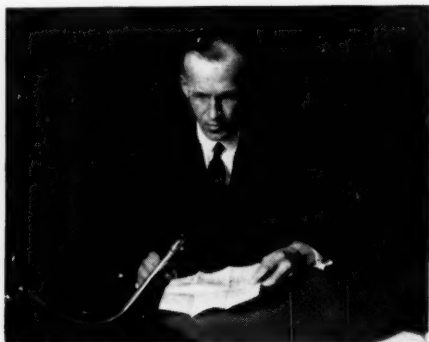
James A. Gannett
1924



George Philip Tuttle
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RATING HIGH SCHOOLS ON THE BASIS OF THE SUCCESS OF THEIR GRADUATES IN COLLEGE

EDWIN B. STEVENS

Various means of relating the success of college freshmen to their previous training have been tried. The most customary is to report to the high schools the average of the class and the grades made in the first quarter or semester of college. The high school teachers can then see how far above or below the average their own representatives may be. One university reports the percentage of students making a satisfactory record. Pennsylvania State College relates the position of the students in high school to their relative positions in the freshman class. The plan which follows was suggested by this last plan, although there are important differences in the way the comparisons are worked out.

It is unfair to compare the achievement of groups which represent different ratings in high school. Suppose, for example, that high school "A" sent students from the highest third of its graduating class, and that high school "B" sent only students from the middle or lowest third. It is evident that it would be unfair to expect the graduates of the latter to make as high an average grade as those of the former. The somewhat lower average grades of "B" high school students should not reflect upon the school, as indeed the school itself

had already marked these students as average and below in its own competition.

The University of Washington requests the class rating of each student who is admitted. Each student is then placed in the third of his graduating class indicated by the rating on his credentials. At the end of the first quarter the grades of the students in each third-group are averaged for each high school. After a study of the average grades made by groups in the highest third of their high school classes, it

TABLE I
RATING SCORE TABLE BASED ON GRADE-POINT AVERAGES FOR STUDENT GROUPS FROM HIGHEST, MIDDLE AND LOWEST THIRD OF HIGH SCHOOL CLASSES

RATING SCORE	HIGHEST THIRD Gr. Pt. LIMITS	MIDDLE THIRD Gr. Pt. LIMITS	LOWEST THIRD Gr. Pt. LIMITS
A	2.50-4.00	2.25-4.00	2.00-4.00
B	2.25-2.49	2.00-2.24	1.75-1.99
C	2.00-2.24	1.75-1.99	1.50-1.74
D	1.75-1.99	1.50-1.74	1.25-1.49
E	0 -1.74	0 -1.49	0 -1.24

was decided to credit those with an "A" score whose grade-point average was 2.5¹ or above. Since it was found that the middle-third students made lower average grades, it was determined that for this group a grade-point average of 2.25 or above should also win an "A" score. While the numbers entering from the lowest third are small, many of these students were able to make a satisfactory or 2.0 average; hence such an average for this group should also be accorded an "A." From these 'highs' there was then constructed a scale, showing the literal ratings to be accorded any grade-point average.

By consulting Table I it will be observed that the high school in Table II would be accorded the score letters indicated for its respective third-groups. That is, this school sent 19 students. Eleven of them who were from the highest

¹ Grade-point equivalents: A 4; B 3; C 2; D 1; E 0. A grade-point average of 2.50 is not far from the division point between highest and middle third of the freshman class.

third made a grade-point average of 2.379, or a score of "B." The seven from the middle third of the class did poorly, making a grade-point average of only 1.660 which merits a

TABLE II
METHOD OF DERIVING AVERAGE SCHOOL SCORE

GROUP	NUMBER OF STUDENTS	GRADE-POINT AVERAGE	THIRD-GROUP SCORE LETTERS	WEIGHTED SCORE
Highest third.....	11	2.379	B	33
Middle third.....	7	1.660	D	7
Lowest third.....	1	1.860	B	3
	19			43

$43 \div 19 = 2.26$, the average school score.

"D." The single student from the lowest third made an average of 1.860 receiving a score of "B."

Using now the customary numerical equivalents of our

TABLE III
WASHINGTON HIGH SCHOOLS ARRANGED IN ORDER
OF THE AVERAGE SCORES MADE BY THEIR RATED
GRADUATES AT THE UNIVERSITY OF WASHINGTON*

HIGH SCHOOL DESIGNATED BY NUMBERS	RATED STUDENTS ADMITTED TO FRESHMAN CLASS	WEIGHTED SCORE	AVERAGE SCORE	UNRATED STUDENTS ADMITTED
1-29	146	584	4.000	8
30	182	694	3.813	0
31	52	198	3.808	0
32	5	19	3.800	0
33	4	15	3.750	0
56	108	352	3.260	0
84†	1	3	3.000	0
90	19	43	2.260	0
112	32	67	2.094	0
151-167	28	0	0.000	2
Total	2525	8141	3.224	58

Average score for all schools

3.224

* Only a few representative schools are included. Totals are for all schools.

† Median.

letters (A 4, B 3, C 2, D 1, E 0), we obtain the numbers in the last column, a "weighted score." By dividing the sum of the weighted score (43) by the number of students (19) we obtain the average score of 2.26.

Table III shows how information of this kind from many high schools has been tabulated.

It is interesting to note that 29 high schools sending 145 students gained a perfect score. That is, all of their highest-third of students made a grade-point average of at least 2.50; all of their middle-thirds made at least 2.25; and all of their lowest-thirds made at least 2.00.

For convenience of reference another table is constructed giving the names of the schools arranged alphabetically with the rating in both numerical and literal terms. For many purposes it is more convenient to refer to a high school as an "A" school rather than to its score points. It may be agreed that an average score of 3.50 to 4.00 shall be rated "A"; a score of 2.50 to 3.49, "B"; 1.50 to 2.49, "C," etc.

In this competition any high school may obtain a perfect score. If the students continue the same quality of work as that accomplished in high school, the rating of the school will be "A." This assumes that every student sent to the University has demonstrated both his ability and his character. A failure to live up to his promise in either of these respects will prove unfortunate. If the high school grades are not earned, they will promise too much. Competition in college may be regarded as a test of local standards. Success or failure of recommended graduates is an effective means of control. When it is known that the graduates of a school have difficulty in meeting college conditions, an investigation sometimes reveals a situation that needs improvement.

TRANSLATING GRADES FROM ONE MARKING SCALE INTO THOSE OF ANOTHER

CLEM O. THOMPSON AND ROY W. BIXLER

It frequently becomes necessary in statistical studies of college grades to translate those of one marking scale into the equivalent of grades on another scale. The writers encountered this problem in a study of the relation of graduate to undergraduate scholarship.

TABLE I
DISTRIBUTION OF THE GRADUATE GRADES ON THE OLD SCALE AND ON THE NEW SCALE ACCORDING TO THE NUMBER AND PERCENTAGE OF EACH MARK

OLD SCALE—1925-26			NEW SCALE—1928		
Mark	Number	Percentage	Mark	Number	Percentage
A	1708	35.6	H	2079	24.8
B	2060	43.0	P	5705	68.1
C	664	13.9	U	126	1.5
D	82	1.7	F	37	.4
F	31	.6	NG	190	3.5
NG	143	3.0	PG	141	1.7
PG	103	2.1			
	4791	99.9		8278	100.0

NG means no grade, PG means provisional grade; both indicate incompletes.

At the University of Chicago at the time the study was made, undergraduate marks were on a five-letter scale with grade-point values as follows: A, 6; B, 4; C, 2; D, 0; F (failed), -2. The scale used for marking graduate students was formerly the same, but in 1926 it was revised to include only four marks without point values as follows: H, honor; P, satisfactory; U, undergraduate credit only; F, failed. The study included a period of years encompassing the use of both marking scales. Therefore, before the graduate and undergraduate grades could be compared statistically, it was

necessary to assign to the new marks grade-point values in terms of the values on the old scale.

The grade distributions used in the calculation are presented in Table I and Figure 1.

Inspection of the table and the figure shows that the H

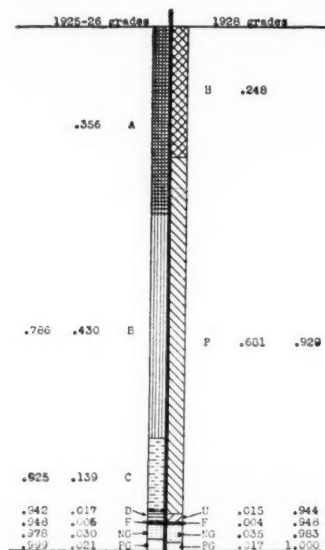


FIG. 1.—Percentage distribution of 1925-26 grades and of 1928 grades issued to graduate students, the percentage of each grade level, and the accumulative percentages.

on the new scale is a higher grade than the A on the old scale, because 35.6 per cent of the total grades on the latter were A's, whereas only 24.8 per cent of the total on the former were H's. It is also clear that H and P on the new scale cover approximately the same range as that included by A, B, and C on the old scale, the accumulative percentages being 92.9 and 92.5 respectively.

The procedure used in determining the grade point values of the new marks is an adaptation of that illustrated by Holzinger in his discussion of the Normal Probability Curve.²

² Karl J. Holzinger, *Statistical Methods for Students in Education*, pp. 222 and 223. Boston: Ginn and Company, 1928.

The first step is the calculation of the sigma value of each grade category. The steps in the procedure are shown in Tables II and III.

TABLE II
CALCULATION OF THE SIGMA VALUES FOR THE GRADES
ISSUED IN 1925-1926

	PG .021	NG .030	F .006	D .017	C .139	B .430	A .356	
	Z ₁	Z ₂	Z ₃	Z ₄	Z ₅	Z ₆	Z ₇	Z ₈
Ordinate	Area between ordinates	$\frac{1}{2}$ Area	Value of ordinate	Sigma Value from 4-place table				
Z ₈		.500	.0000	.3727 - .0000	.3727			
	.356			.356	.356			1.05 + 3 = 4.05
Z ₇		.144	.3727	.2914 - .3727	-.0813			
	.430			.430	.430			.19 + 3 = 2.81
Z ₆		.286	.2914	.1416 - .2914	-.1498			
	.139			.139	.139			-1.08 + 3 = 1.92
Z ₅		.425	.1416	.1160 - .1416	-.0256			
	.017			.017	.017			-.151 + 3 = 1.49
Z ₄		.442	.1160	.1064 - .1160	-.0096			
	.006			.006	.006			-1.60 + 3 = 1.40
Z ₃		.448	.1064	.0525 - .1064	-.0539			
	.030			.030	.030			-1.80 + 3 = 1.20
Z ₂		.478	.0525	.0034 - .0525	-.0491			
	.021			.021	.021			-2.34 + 3 = .66
Z ₁		.499	.0034					

From Tables II and III we see that the sigma, abstract values of the various letters are:

A = 4.05	H = 4.28
B = 2.81	P = 2.73
C = 1.92	U = 1.47
D = 1.49	F = 1.40
F = 1.40	NG = 1.17
NG = 1.20	PG = .52
PG = .66	

The point values of the letters of the first group are: A = 6, B = 4, C = 2, D = 0, F = -2, NG = 0, and PG = 0.

An examination of Figure 1 shows that the H has a little

greater value than the A, 24.8 per cent being in the H category and 35.6 per cent being in the A category; that the P, 68.1 per cent, includes 10.8 per cent A's, 43.0 per cent B's, and 13.9 per cent C's; that the U is practically equal to the D; and that the F's, NG's, and PG's in one series practically equal the same letters in the other series. Using the

TABLE III
CALCULATION OF THE SIGMA VALUE FOR THE GRADES ISSUED IN 1928

PG .017		NG .035		F .004		U .015		P .681		H .248	
Z ₁	Z ₂	Z ₃	Z ₄	Z ₅	Z ₆	Z ₇					
Ordi- nate	Area between ordi- nates	$\frac{1}{2}$ Area	Value of ordi- nate	Sigma Value from a 4-place table							
Z ₇		.500	.0000								
	.248			$\frac{.3164 - .0000}{.248} = \frac{.3164}{.248} = 1.28 + 3 = 4.28$							
Z ₆		.252	.3164								
	.681			$\frac{.1357 - .3164}{.681} = \frac{-.1807}{.681} = -.27 + 3 = 2.73$							
Z ₅		.429	.1357								
	.015										
Z ₄		.444	.1128	$\frac{.1128 - .1357}{.015} = \frac{-.0229}{.015} = -1.53 + 3 = 1.47$							
	.004										
Z ₃		.448	.1064	$\frac{.1064 - .1128}{.004} = \frac{-.0064}{.004} = -1.60 + 3 = 1.40$							
	.035										
Z ₂		.483	.0422	$\frac{.0422 - .1064}{.035} = \frac{-.0642}{.035} = -1.83 + 3 = 1.17$							
	.017										
Z ₁		.500	.0000	$\frac{.0000 - .0422}{.017} = \frac{-.0422}{.017} = -2.48 + 3 = .52$							

abstract values for the letters of the two series and the point values of the letters of the first group, the point values for H, P, U, and F were determined as follows.

$$\frac{4.28 (H)}{4.05 (A)} \times 6 (\text{Value of A}) = 6.34 \text{ or } \dots \dots \dots H = 6.3$$

$$\frac{2.73 (P)}{4.05 (A)} \times 6 (\text{Value of A}) = 6.044 \times \frac{108}{681} (\text{that portion of P's included in the A's}) = .6413$$

$$\frac{2.73 (P)}{2.81 (B)} \times 4 \text{ (Value of B)} = 3.886 \times \frac{430}{681} \text{ (that portion of P's included in the B's)} = 2.4530$$

$$\frac{2.73 (P)}{1.92 (C)} \times 2 \text{ (Value of C)} = 2.843 \times \frac{139}{681} \text{ (that portion of P's included in the C's)} = .5802$$

$$\begin{array}{r} \text{Total} \quad 3.6745 \\ \text{Therefore} \dots\dots\dots P = 3.7 \end{array}$$

The values for U, F, NG, and PG were assumed to be 0, -2, 0, and 0, respectively.

The following is given as evidence of the validity of the foregoing procedure. Using the percentages of each category given in Figure 1, the point values of the letters of the first group and the derived point values, we have:

A = .356 × 6 = 2.136	H = .248 × 6.3 = 1.5624
B = .430 × 4 = 1.720	P = .681 × 3.7 = 2.5197
C = .139 × 2 = .278	U = .015 × 0 = 0
D = .017 × 0 = 0	F = .004 × -2 = -.0080
F = .006 × -2 = -.012	NG = .035 × 0 = 0
NH = .030 × 0 = 0	PG = .017 × 0 = 0
PG = .021 × 0 = 0	
<u>4.122</u>	<u>4.0741</u>

The total for the values of H, P, U, F, NG, and PG is but .0479 of a grade point less than the total under the old scale.

The method illustrated here may be of some interest to those engaged in a statistical study of college marks. It might, for example, be used in comparing the values of the marks of different instructors, different departments, and different schools. It might be emphasized in this connection that comparisons of the grades of two or more departments or schools are not reliable unless grade distributions are taken into consideration.

RAMBLINGS OF A RETIRED REGISTRAR

WALTER A. PAYNE

When this retiring registrar announced three years ago to an old college chum his recent relinquishment of his official duties, the friend said, "Retiring? You are in good health and vigor. What are you going to do?" The wife, guide and companion in all worthwhile ramblings, came to the rescue with, "Don't you think, Mr. S., that life is rather sordid if all one does is work?" "Yes," said he, "but what is it if all one does is play?" The answer to these questions depends largely upon one's point of view,—how one defines "work" and how, "play." Work, happily for most of us, has been a pleasure, but for him who can find joy and intellectual stimulus nowhere except in his vocational duties, certainly life is more sordid than it needs to be. It would appear that he has not, in the best sense, learned "how to live and how to make the most of the opportunities within reach." Most of us, progressively, as time passes, "lose interest in changing our work, our play, our domicile, and our friends." This being true, it is not surprising that a registrar on retiring should be asked, "What are you going to do?" Professor Walter B. Pitkin truly says, in "Life Begins at Forty," "The art of living seldom centers around the job." The period of retirement promises little to him who while making a living has not learned something of the art of living.

Since the Spring of 1930, this "retired registrar" has divided his time almost equally between his own university environment and European travel. During this period, he has done more good reading, drunk more deeply from the aesthetic and cultural springs of civilization, and, from observation, learned more of the habits and customs and institutions of his contemporaries in other lands than in any other three years of his life. His foreign ramblings have led him to chosen places in England, Holland, Germany, Austria, Switzerland, Jugoslavia, Italy, France, and Spain.

Space and consideration for the *tired* registrar forbid mention of more than three or four experiences.

A MOORISH MOSQUE IN SPAIN

On a bright Spring morning in March of 1932 this rambling retired registrar and his traveling companion and guide, (need her name be mentioned?), boarded a train at Seville for Cordova, primarily to see "La Mezquita, the largest and most noble monument of the religious architecture of the Arabs of Spain, and second in size to the Kaaba of Mecca alone among all the mosques of Islam." Most of the afternoon was spent in wandering through the forest of columns (860) of this enormous edifice, but the gem of the building, where the ramblers lingered longest, was the small Mihrab, Moorish prayer-recess, beautifully designed architecturally, its walls and columns and ceiling exquisitely ornamented with mosaics and carved marble.

THE TALE OF THE TROUSERS

The close of a well spent day found the ramblers tired and retiring early to their room,—second floor of "the leading hotel" of the small city,—they were soon lost in sleep, undisturbed even by dreams of the days of Moorish domination of Southwestern Europe. The next morning the retired registrar, refreshed by a night of good rest, arose preparatory to renewing his contacts with the Moors of the Middle Ages. He looked about, rubbed his eyes, picked up this thing and that, and muttered, "Where are my trousers?" This was answered with a laughing, "Where did you put them?" "On this chair." "If not there, you must have put them elsewhere. Look about." But looks about, a search as diligent as a registrar ever made for an adequate reason for the invariable lateness of Professor A's reports, brought no results. The trousers were nowhere to be found.

Fortunately, in packing, space in a travelling bag had been found for another business suit. This was hastily brought forth and the retired registrar thus attired hastened to report to the hotel management. His agitated "Tale of

the Trousers" elicited no expression of surprise—merely, "Was your window open?" "Certainly. There was no other means of ventilation." "Ah! That explains it. A burglar has climbed up to the balcony and entered your room through the window—not an unusual experience here. I'll report this to the manager when he arrives." "When do you expect him?" "In an hour and a half or two hours." "But, my trousers! What can be done to recover them?" "The manager may decide to call the police." "Can nothing be done meanwhile?" "Nothing." An hour and a half later, the by-this-time tired registrar discovered that the hotel manager was quietly eating his breakfast in his office. An expression of mingled surprise and indignation drew the manager from his rolls and coffee. He calmly said that, if desired, he could report the matter to the police, but clearly indicated that he preferred not to do so. Upon insistence a report was 'phoned to the police and after another hour a man introduced as the Chief of Police arrived. After making desired memoranda, this law enforcement dignitary disappeared. The all-too-nearly trouserless registrar was assured that if the trousers were recovered, he would be notified. Fortunately, the rambler, according to habit, had put his watch and his purse containing his traveling tickets and money under his pillow. In the trousers pockets were left only a few pieces of silver and a set of keys to his traveling bags, of which latter, the traveling companion, luckily, had duplicates. About two weeks later the keys were received through the mails at Sorrento, Italy, with no word of comment.

Since these trousers can certainly form no part of the colorful costume of a toreador nor replace the armour of a contemporary Don Quixote, they are probably rendering a no more conspicuous service than clothing the legs of some Twentieth Century Sancho Panza who, astride his humble ass (everywhere in evidence in Spain) roams over valley and plain and mountain in the service of his knight errant. From retired registrar to lowly squire! How the trousers have fallen! And as it is apparent that there are still to be found in Spain descendants of that wicked and ungrateful varlet

who, while Sancho Panza slept, stole his humble ass, it seems timely to issue the following warnings to prospective travelers in this land of the castanet:

1. Accept, in Cordova at least, no second floor room with a French window and a balcony.
2. If you value trousers, put them, as well as your watch and wallet, under your pillow at night.

CROSSING THE BORDER

In the Summer of 1930 the rambling registrar and his traveling companion spent several weeks amid the picturesque mountains and lakes of Switzerland, including drives over the Furka and Grimsel passes affording marvelous views of the eternally snow-covered Alps and the Rhone Glaciér, and an ascent to the Gornergrat (10,290 ft.). They walked in the snow on the 17th of August, gazed down and around on a score of glaciers, and observed through a telescope venturesome mountain climbers at the very summit of the Matterhorn. At last they descended by train and motor-bus to Garmisch, picturesquely situated in the Bavarian Alps, whence they went to Oberammergau to witness the "Passion Play";—thence on to the old Austrian cities,—Innsbruck and Salzburg. The end of the Summer found them in Abbazia on the Bay of Carnaro, near Fiume, both now—thanks (?) to d'Annunzio,—Italian territory. This move to the upper Adriatic was preparatory to an eagerly anticipated trip along the Dalmatian coast, with stops at different places of scenic and historic interest.

In arranging for transportation on a Jugoslav steamer it was necessary to go to the principal office of the steamship company in Susak. Accordingly the two ramblers journeyed by steamer,—one-half hour only,—to Fiume, whence they preceeded,—a fifteen minute walk,—to a bridge over the narrow river of Fiumara, dividing line between Italy and Jugoslavia. At the approach to the bridge stood four Italian gendarmes one of whom called for passports, which were forthwith presented. Thence they were ushered into an adjoining office where they were officially scrutinized from

head to foot, their passports carefully examined and compared with data entered on an alphabetically arranged card catalogue of names,—perhaps a kind of rogues' gallery. The passports receiving the official rubber stamp, passage from Italy to Yugoslavia was authorized. But, though officially out of Italy, they were not officially in Yugoslavia. They were on the middle of the bridge. "When you're up, you're up and when you're down, you're down, but when you're only half way up, you're neither up nor down." Yugoslav gendarmes demanded passports, and then ushered these obedient travelers into an adjoining office, where persons and passports were again inspected and entries from the latter made in a large book, perhaps serving the same purpose as the Italian card catalogue. Returning within an hour, the same routine was gone through in reverse order, as it was twice within an hour the next day and again two days later.

WHY RAMBLE ABROAD

No mention has been made of the most valuable feature of foreign travel. Readers of this article know too well the opportunities afforded by such travel for pleasure and profit to him whose mind and spirit are sympathetically attuned to the harmonies of ancient and renaissance art. One cannot evaluate these spiritual associations with the great Greek sculptors, with Michael Angelo and Raphael, with Titian and Botticelli, with Leonardo and Velazquez, and with the masters of ancient, Gothic and renaissance architecture. Fortunately, the greatest in literature and music can be enjoyed simultaneously throughout the world,—but when seeking the aesthetic and spiritual appeal of a Chartres Cathedral or a Venus di Milo or a Sistine Madonna, Mahomet must go to the mountain.

Perhaps, in these times of strained international relations, the greatest advantage of rambling abroad derives from the rubbing of elbows with representative people of other nationalities in a sympathetic endeavor to learn what they are thinking and what their point of view is when consider-

ing questions of mutual interest. One cannot spend a few weeks in a small hotel in France, numbering among its guests people of many nationalities, without feeling that here are many well informed, honest, well-meaning people, whose opinions and points of view may, perhaps, be entitled to as much respect and sympathetic consideration as his own. On many points of difference, one may remain unconvinced, but, if fair-minded, he will return to his native heath with a broadened and more tolerant attitude toward the peoples of other nationalities.

RAMBLE OR RUST

Foreign travel is but one of many ways in which a retired registrar may spend happily and profitably a portion of his leisure. There are many intellectual excursions which one can take through the media of magazines and books into inviting fields which he has long desired to explore.

His ramblings may take the form of intellectual excursions within the quiet retreat of his own library, or of indulgence in a worthwhile hobby almost stifled by pressure of routine duties, or of browsing or serious study in the galleries and museums containing many of the choicest productions of the human mind and hand, or of studying in their native environment the peoples and institutions of other lands. But his answer to the question, "How will you spend your leisure?" is *ramble or rust*. "Those who use their leisure to their own interest and profit are the only truly civilized—and happy—in the land."

For those who choose wisely there is in the period of retirement "something to live for and in and by. For the empty, it is void. For the stupid, it is stupidity. For the weak, it is conscious death. But for the vigorous and the vivid, it is the end of an overture and the beginning of still greater music."

PROGRAM OF THE TWENTY-FIRST NATIONAL CONVENTION

CHICAGO, APRIL 18, 19, AND 20

ORDER OF SESSIONS

APRIL 17, MONDAY

8:00-10:00 P.M.

Registration of Delegates and Informal Reception
Meeting of the Executive Committee—eight o'clock

APRIL 18, TUESDAY

9:30 A.M.-12:30 P.M.

J. G. QUICK, University of Pittsburgh, Presiding

The Invocation:

DEAN CHARLES W. GILKEY, University of Chicago Chapel

The Address of Welcome:

ROBERT MAYNARD HUTCHINS, President, University of Chicago
Introductory Remarks by MR. QUICK

GENERAL TOPIC: "THE REGISTRAR IN CURRENT
EDUCATIONAL PROGRESS"

"The University President's Viewpoint"

ALBERT J. HARNO, Provost, University of Illinois

"The Dean's Viewpoint"

DEAN C. E. FRILEY, Iowa State College of Agriculture and
Mechanical Arts.

"The Registrar's Viewpoint"

K. P. R. NEVILLE, Registrar, University of Western Ontario
Discussion

Announcements

2:00-4:30 P.M.

F. O. HOLT, University of Wisconsin, Presiding

GENERAL TOPIC: "THE REGISTRAR IN CURRENT
EDUCATIONAL PROGRESS"

"Possibilities for the Registrar in Current Educational Programs"

V. A. C. HENMON, University of Wisconsin

"New Standards of Institutional Evaluation"

FLOYD W. REEVES, University of Chicago

"The Registrar: An Appraisal"

EDITH D. COCKINS, Registrar, Ohio State University

Discussion

Announcements

6:00-8:00 P.M.

ANNUAL DINNER (BUSINESS DRESS)

J. G. QUICK, Toastmaster

"The Trials of a College Professor"

DEAN GORDON J. LAING, University of Chicago

Music by the Loyola University String Ensemble and the Wheaton College Male Quartet

APRIL 19, WEDNESDAY

9:00 A.M.-12:00 M. GENERAL SESSION

J. R. ROBINSON, George Peabody College for Teachers, Presiding

GENERAL TOPIC: "ADMISSIONS"

"Educational Progress and Admission to College"—C. S. YOAKUM,
Vice-President, University of Michigan

Discussion

"Intelligent Admissions"—ROY W. BIXLER, Registrar, University
of Chicago

Discussion

"A State Program to Improve Selection of College Students"—F. O.
HOLT, Registrar, University of Wisconsin

Discussion

"Admissions"—The Honorable WILLIAM JOHN COOPER, U. S. Com-
missioner of Education

Report of the Nominating Committee and Election of Officers

2:00-4:30 P.M. SECTIONAL MEETINGS

Section A:—Universities, Technical, and Professional Schools

ALAN BRIGHT, Carnegie Institute of Technology, Presiding

Topics for Discussion:

1. The Depression and the Registrar's Office
2. The Activities of the Registrar Leading toward Educational and Vocational Guidance of Students
3. Contacting the Secondary School
4. Granting of Scholarship Aid
5. Has the Depression Stimulated more Serious Effort and Higher Scholarship?
6. The Questionnaire
7. The Calendar

8. Fees

9. Miscellaneous

Section B:—Liberal Arts Colleges, Junior Colleges, Teachers Colleges, and Normal Schools

DONALD LOVE, Oberlin College, Presiding

Topics for Discussion:

1. The Registrar as Registrar
2. The Registrar as Admissions Officer
3. The Registrar as Personnel Officer
4. The Registrar as Participant in College Administration

EVENING

Arrangements have been made for a pre-view of "A Century of Progress" exposition. Other entertainments may be selected according to individual preference; or an informal conference on topics of interest to registrars may be held in a room to be reserved for that purpose.

APRIL 20, THURSDAY

9:00 A.M.—12:00 M.

J. G. QUICK, Presiding

"Cooperation between College Registrars and State Departments of Education"

HARLAN H. HORNER, Assistant Commissioner for Higher Education, University of the State of New York

Discussion

"Alma Mater as Disciplinarian"

DEAN ADDISON HIBBARD, Northwestern University

Discussion

"Admissions from the Viewpoint of the Secondary School Administrator"

W. E. McVEY, Superintendent, Thornton Township Schools, Harvey, Illinois

Discussion

"New Opportunities in Education"

MALCOLM S. MACLEAN, Director, University of Minnesota Junior College

Discussion

1:30—3:30 P.M.

J. G. QUICK, Presiding

1. Report of the Committee on Special Projects:

R. M. WEST, Registrar, University of Minnesota, Chairman

(a) "Progress of the National Committee on Standard Reports"

R. M. WEST, University of Minnesota

- (b) "Centralization of Information on the Accrediting of Institutions"

J. P. MITCHELL, Stanford University

- (c) "Centralization of Information on Research among Member Institutions"

IRA M. SMITH, University of Michigan

- (d) "Selective Admissions to Graduate Work"

MARCIA EDWARDS, A.A.C.R. Fellow, 1930-1931

2. Report of the Committee on Association Policy:

F. O. HOLT, University of Wisconsin, Chairman

3. Message of the President-elect

4. Summary Reports of Sectional Meetings:

Section A:—ALAN BRIGHT, Carnegie Institute of Technology

Section B:—DONALD LOVE, Oberlin College

5. Reports of other Committees

6. Business Session

7. Adjournment

"A CENTURY OF PROGRESS"

The Committee on Local Arrangements is planning for Wednesday evening a preview of the exposition, which will be nearing completion at the time of the meeting. The tentative plan, which is subject to modification, provides for transportation by bus from the Stevens Hotel to and through the exposition grounds, with stops at the principal points of interest.

The party will stop first at one of the restaurants on the exposition grounds, where dinner will be served. After dinner the tour will continue.

LUNCHEON FOR WOMEN

The Committee is also planning a Thursday luncheon for the women registrars, assistants, and guests, at the Chicago Women's Club, which is only three blocks from the Stevens.

NOTICE

Mr. Quick wishes it said that the leaflet, "Good Schools in Bad Times," sent out with the preliminary program, was furnished by the National Education Association.

EDITORIAL COMMENT

THE RELATION OF THE SECTIONAL ASSOCIATIONS TO THE NATIONAL ASSOCIATION

THE ILLINOIS RESOLUTION

At the recent meeting of the Illinois Association of Collegiate Registrars a resolution was passed, namely, that a committee be appointed to confer with the officers of the American Association of Collegiate Registrars to consider means of coordinating the work of the national organization with that of the state and sectional organizations for registrars. This resolution is of sufficient significance to warrant editorial comment.

The discussion that took place before and after the resolution was passed indicated that the number of state and sectional associations is increasing, and that these meetings are being well attended; that the sectional meetings are theoretically but not actually adjuncts of the national association and that little attention, if any, is given to them by the national association; that the growing interest in the sectional organizations may either retard or stimulate the growth of and interest in the national association, depending on whether the sectional organizations remain independent units having only a loose affiliation or none with the national association, or become conjoint organizations, free to determine their own activities on the basis of interest and problems peculiar to their own section, but working toward closer affiliation and better coordination under the direction of the national organization, thereby creating a common interest and a national solidarity that would be stimulating both to the national and sectional associations.

EVOLUTION OF THE REGISTRAR

While the sectional meetings, symposiums, and institutes for registrars have grown rapidly during a quarter of a cen-

tury, the national association has also grown in wisdom and stature. Since 1910, when Alfred H. Parrott called together twenty-four registrars and business managers for the first convention, the American Association of Collegiate Registrars has increased its membership to 720. During that time the conception of the registrar and his duties has gone through a process of development. In the earlier years the registrar was considered to be a clerk or a minor officer, but above all a heroic idealist. Later he became a liaison officer, attempting to standardize not only his functions but also his salary, his blanks, his operation costs, and even his convention jokes. More recently he has become an administrative officer of major importance, developing a scientific approach and a critical attitude toward the fallacies of modern education; he is beginning for the first time to emphasize the need of specialized training for those preparing for his profession.

WHAT SHALL BE THE NEXT STEP?

What shall be the next step in the evolution of the registrar? The committee of the Illinois Association of Registrars apparently feels that the next step should be the establishment of a definite objective, and a coordinate purpose in the registrar's conventions and meetings, so that the national and sectional associations may pull together in one direction. The national association may be defined as the super organization and the sectional associations as subsidiary organizations. The sectional association, instead of being co-extensive with other sectional associations and an adjunct to the national association, is generally an independent unit, sometimes considered to be of greater benefit to the section which it serve than the national convention itself. If the committee is correct in its conclusions, the national association with its sectional associations, in their present state of development, may be cartooned as a bewildered hen with a brood of ducklings and this brood not even of the same breed.

ATTENDANCE AT SECTIONAL MEETINGS

There was a rapid upward trend in the membership of the national association from 1910 to 1931, but during the last two years it has decreased slightly. There are still many institutions of higher learning that are not members of the association. Although an average of 220 delegates have been present during the last five conventions, only 158 institutions were represented last year. The present economic stress, compelling many registrars to pay all or a part of their convention expenses, may bring about a further decrease both in the membership of the national association and in the attendance at its conventions.

There is, however, no evidence that the attendance at the sectional meetings is decreasing. According to the information received from about forty registrars in every section of the country, only a few sections failed to hold a meeting this year, and in other sections an attempt is being made to organize new associations or to revive old ones. There was an average attendance of thirty-four in eighteen sectional meetings held recently. In general, therefore, the sectional meetings were well attended. According to the reports received from all but five states, the approximate total attendance at these meetings was 100 in the Eastern section, 275 in the North Central section, 170 in the Southern section, and 65 in the Western section. The total attendance in all sections was 610, almost three times the average attendance at the national meetings during the last five years. If annual attendance records of the sectional meetings were available, it would be interesting to compare the attendance at the sectional and national meetings for a number of past years in order to study the trends in growth.

The opinion expressed at the recent meeting of the Illinois Association of Collegiate Registrars was that it would be a distinct loss to the registrar's profession and to the institutions the registrars serve if by stimulating the activities of the sectional associations the activities of the national convention should be retarded, but that it would be even a greater loss if the national association should neglect the

sectional organizations or be indifferent toward them, and allow them to grow up as local chapters without national guidance, direction, and support.

COORDINATION NEEDED

Almost every conceivable subject pertaining to the registrar's work was discussed at the sectional meetings reported. The same or similar papers were read; similar subjects were discussed and similar problems were solved; and similar studies were made successively or simultaneously by several associations. It is interesting to note that a significant study made and presented at a sectional meeting held several years ago in a Southern state was again presented this year at a registrar's meeting held in a North Central state. To the writer, who attended both meetings, it became painfully apparent that the latter section did not know that it was duplicating, at a considerable cost, a splendid piece of work that had been thoroughly executed several years ago. In fact the findings of the later study were not as reliable and as inclusive as those of the earlier one, because the registrars who completed the study in 1932 had to work with limited funds; what funds they did use might well have been saved. Outside of the educational value that the registrars might have gained by repeating this study, nothing was added to the sum total of the then existing knowledge and technique pertaining to the administration of the particular function of the registrar's work covered by this investigation.

It was evident that those who participated in the discussion at the Illinois meeting felt that, although the sectional associations should be left free to work out in their own way those problems peculiar to their sections, yet each sectional association should have a national character, and that an attempt should be made by the national body to coordinate the activities of the sectional groups by establishing a definite policy and a coherent and constructive program of study and investigation and exchange of ideas, by eliminating wasteful duplication and the complexity of the present

disorganization of the loosely affiliated or independent groups so that these meetings, both national and sectional, that have always been a source of inspiration and stimulation, and a means of gaining valuable information and confidence, may develop to even larger good, and that the delightful fellowship they now afford may lead to greater professional unity, strength, and fraternalism.

E.C.M.

LIGHT AHEAD

Colleges and universities have now passed through two years of serious retrenchment due to the rapid shrinkage of incomes. During these two years functions have been evaluated and in many institutions those not regarded as minimum essentials have been discontinued. Administrators have not always been content to drop functions deemed not essential under present organization; many have eliminated costly processes by reorganization.

In spite of the fact that the registrars office is one of the most youthful of the important departments in college and university administration, it is surviving the period of retrenchment. Registrars would like to believe that the principal reasons for the survival of the office is that it has been made essential to the life of the institution. This is undoubtedly true, but another reason probably is almost as important, namely, that the registrar has kept pace with other departments in the retrenchment program.

Now there appears to be light ahead. There are indications that the long climb upward is about to begin. If so, the registrar, and other college and university administrative officers, with their offices shorn of many traditional impedimenta, are in an excellent position for speedy recovery. The program of the Association meeting in Chicago in April, emphasizing the function of the registrar in educational progress, is most timely and truly representative of the good work of the Association in the past, because it will help to orient the office in the program of recovery.

FORMER PRESIDENTS

JAMES A. GANNETT

1924

The eleventh president of the American Association of Collegiate Registrars was born February 10, 1885 at Yarmouth, Maine. He graduated from Yarmouth High School in 1904 and from the University of Maine in 1908, with a degree in Electrical Engineering.

After a brief period in engineering work he came back to Maine as Commercial Secretary and organized a newly established office of purchasing agent. He was appointed registrar in 1913, succeeding Mrs. Elizabeth A. Balentine, a charter member of this association.

Mr. Gannett's civic and social activities are illustrated by his membership in Phi Kappa Sigma fraternity, Phi Kappa Phi (honorary), Spectator Club, Masons, Orono Golf Club, Chamber of Commerce, Boy Scout Committee, and the local undenominational Fellowship Church. He is also a director of the University Book store, and was a member of the Bangor Rotary club for 17 years. In connection with the American Association of Collegiate Registrars, he was second vice president, 1917-19; demoted to the ranks, 1919-20; first vice president, 1920-22; and president, 1922-24. He presided at the St. Louis meeting in 1922 in the absence of President Hall and at Chicago in 1924.

His favorite recreations are golf, snowshoeing and skiing. He has a fondness for mountain climbing and the seashore and most of his vacations have been spent on Casco and Penobscot bays and in the mountains of Maine, New Hampshire, and Colorado. Although strongly anti-militaristic, he has a hobby for collecting old firearms and pistols. In politics he is one of the few surviving Republicans since the election of last November.

The writer of this article has known Mr. Gannett as a

student and fellow faculty member for nearly 30 years and is now taking the liberty of ignoring the conventional data which have been handed to him concerning the subject of this sketch. Without any question Mr. Gannett is the member of the Maine faculty who is best known and best liked by his colleagues, by the students, and by the alumni. When he was given the honorary degree of Master of Arts in 1928, never was there witnessed, on a similar occasion, on the Maine campus, such a demonstration of approval as followed the announcement.

He has presented several papers before the Association, two on "Modern Office Equipment" and another on "The Psychology of the Memory of Names." He states that the merits and defects of these papers are due largely to the fact that as a freshman he was one of the 100,000 who used *Essentials of Composition* by A. Howry Espenshade (and passed the course!).

In conclusion permit me to make a quotation from the innocent victim of this sketch: "If twenty-five years in college work qualifies one to give advice, I would join with ex-President Cravens and urge each young man or woman just entering the registrar's work to know by name as many students as possible, their problems both academic and financial, their hopes and future plans and assist them toward their goal. Such friendships, for that is what they are, give confidence to the student and enduring satisfaction to the registrar."

THOMAS JAMES WILSON, JR.

1925

It has been said that administrative officers in higher education are commonly recruited from the sciences. If so, Thomas James Wilson, Jr., twelfth president of the American Association of Collegiate Registrars is an exception, for he is a "dyed in the wool" classicist. In his preparation for teaching, which lead him to a degree of Doctor of Philosophy at the University of North Carolina, he specialized in the

classics; and was in the classics at his Alma Mater for sixteen years, as an instructor in Latin and Greek, 1899-1902, and as an associate professor of Latin from 1902 to 1915.

It was in 1908 that his administrative ability was given concrete recognition by an appointment to the position of Registrar, which position he has held ever since. Further recognition of his ability as an administrator was manifested in 1931 when his responsibilities were greatly increased by an appointment as Dean of Admissions and Administration and Registrar.

It is interesting and significant that he began his work as a registrar by making statistical studies for the President. At first only a part of his time was spent in this way. This work, however, soon came to be recognized as indispensable and he was made a full time administrative officer.

Our twelfth president was the type of student who is the registrar's delight. He entered college at age sixteen and took his doctor's degree at age twenty-four. He led his class in scholarship and was the student president of the honor society which was later transferred to Phi Beta Kappa. At the same time pure scholarship was not overemphasized, for he became a member of the Alpha Tau Omega social fraternity, and participated normally in the social life of the college.

Participation in extra-curricular activities has been carried into his life out of college. He has continued his active connection with Phi Beta Kappa as Corresponding Secretary and Treasurer, and regularly attends the Triennial Councils as a delegate. He has been active in the Southern Association of Colleges and Secondary Schools since 1921, having attended every meeting since that time. He is a member of the Commission on Institutions of Higher Education, and Chairman of the Committee on Non-member Institutions. He has placed himself at the service of his community by allowing himself to be elected alderman school committee man of Chapel Hill. How far he will go to make his contribution to the civic life of his community is illustrated by the fact that he is a member of the Rotary

Club. That this same willingness to prostrate his ideals to serve his fellows is applied in his professional life is demonstrated by his acceptance of an appointment to the faculty of Grand Slam University.

Will it be a surprise to his casual friends and acquaintances to learn that he has a religious bent? He is an Episcopalian and member of the Vestry. He has served as Treasurer, Secretary, Junior Warden, and Senior Warden. The latter position he still holds. In this capacity he is referred to by his friends (?) as the "spiritual adviser to the Rector!"

Although it may scarcely seem possible in the light of the time that must be consumed in his more serious types of behavior, he finds time for play. Golf and fishing are his favorite diversions. He could not be induced to tell any fish stories, but he claims the supreme achievement in golf, namely, a *hole in one*. His veracity on this point can hardly be doubted in view of his modesty with reference to his fishing achievements. One of his interesting achievements is the rolling of his own cigarettes with one hand. He always carries in his pocket a package of Camels for his friends. One of his intimate friends says that to his knowledge Tom Wilson has never tried to cement the bonds of friendship by offering his friends one of his saliva-glued "handmades." His most misunderstood remark is "Thank you sweetly."

Mr. Wilson has made a valuable contribution to the profession in his fine work at the University of North Carolina. Those who are best acquainted with his work there know that he converted an almost chaotic system of records into an orderly registrar's office and that, more recently as Dean he has brought about consistency and uniformity in the administration of the several divisions of the University. He has contributed to the profession also in his excellent work over a period of years in the American Association of Collegiate Registrars.

His advice to young registrars is: (1) be patient and tireless; (2) do not be too ambitious for yourself and your office, sharing with your associates credit that belongs partly to them.

GEORGE PHILIP TUTTLE

1926

In Vermont they still talk about the great blizzard of 1888. It was in the midst of that terrific snow storm that I was born, in Burlington on March 28. There my boyhood and young manhood days were spent. There also I received my college training and met my matrimonial fate.

In the fall of 1907 I entered the University of Vermont and was graduated with the degree of Bachelor of Science in June 1911. In August 1911 I came to the University of Illinois to accept a position in the office of the Registrar, Mr. C. M. McConn. In the spring of 1912 I returned to Vermont and on May 18 married Miss Beulah Mae Best. After a brief honeymoon we came to Urbana, which has been our home ever since. Here our two daughters were born, Barbara in 1915 and Dorothy in 1917.

My fraternal affiliation is with Phi Delta Theta. I am a member of the Kiwanis Club, the University Club of Urbana, the Board of Directors of the University Y.M.C.A., the Board of Directors of the Champaign-Urbana Community Chest, the University Concert and Entertainment Board, the Illini Theatre Guild, and the Faculty Players Club.

The family vacations each summer in Vermont. During the winter months my favorite exercise is hand ball. In the spring there is gardening, both vegetables and flowers, which gives relaxation from the office chair. I suppose, however, that it would be said around the University that my chief hobby is amateur dramatics.

Through the years here at Illinois it has been my endeavor to make the registrar's office a service organization useful to students and faculty and respected by them. Also it has been my aim continually to interpret the records in the office with respect to their bearing on university policies. To this end we have been active in preparing studies of various kinds. Many of these have led the University to change its policy on the matters involved. It has fallen to me to visit the

colleges and junior colleges of the state for the University, and to make similar visits outside the state for the North Central Association. These contacts I believe have been important to the University in maintaining the good will of the higher institutions of the state and I am sure that the reports of these visits have sometimes been of definite benefit to the institutions themselves.

I have not written extensively for publication, but those interested will find articles in the publications of the American Association of Collegiate Registrars, and others, unpublished, have been presented before the Illinois and Ohio branches of the Association. Forthcoming is an article in *School and Society* on the new entrance requirements at the University of Illinois. I find great pleasure in the many faculty contacts made officially and unofficially, but greatest satisfaction in assisting worthy students, particularly when I have to discover ways to beat my own regulations in order to accomplish the desired results.

The editor inquires, "What bit of advice or practical wisdom would you give to the young man or woman who is just beginning in the registrar's work?" Well, Mr. Editor, since you ask for it, here it is:

- (1) Don't take your job as being merely what your predecessor made it, but be continually alert to discover new ways and means for increasing its value to your institution;
- (2) don't take yourself too seriously, but think of your job always as one of real significance and make it such;
- (3) never lose your temper, but be firm where that is necessary;
- (4) don't pass the buck to others, but expect others to pass it to you and when they do settle the question at issue;
- (5) keep your sense of humor;
- (6) be helpful always, but don't be just a dumping ground for jobs that belong elsewhere;
- (7) study people, no two are entirely alike; and
- (8) remember that common sense has solved more problems than any other expedient.

RODNEY MOTT WEST

1927

Rodney Mott West, fourteenth president of the American Association of Collegiate Registrars, was born in Faribault, Minnesota, in July of 1884. His father was Willis Mason West who was nationally known for his textbooks in history. Because of the extreme reticence of our subject, it was not possible, with the research facilities at hand, to learn anything about his early life. Knowing him as a mature man, however, we are convinced that he was a *normal* boy and an *ideal* young man.

He pleads guilty to having become involved in the "entangling alliance" of matrimony at the age of twenty-three. Mrs. West, who is known by many of her husband's colleagues in the profession, was formerly Miss Edna Greaves. There are three charming daughters who keep their father's mind off his work out of office hours.

Through the cooperation of his office staff we learned that he received a Bachelor's degree from the University of Minnesota in 1906, majoring in chemistry; that his professional interest in chemistry was recognized by election to membership in Alpha Chi Sigma, professional chemical fraternity; that his research ability in Science was recognized by election to Sigma Xi; and that, subsequent to his graduation, he served his alma mater as an instructor in chemistry and as Secretary of the Department of Agriculture. His administrative ability was probably discovered by the University while he was holding the latter position, and his appointment as Registrar in 1920 was probably made in recognition of that ability.

In response to the question, "What studies and investigations have you made?", he replied, "None of importance," but in addition to his contributions to the *Bulletin of the American Association of Collegiate Registrars*, it is known that he wrote the following reports of the Survey Commission of the University of Minnesota: *The Growth of the University in the Next Quarter Century*, *Student Mortality*, *Stu-*

dent Survival, Measurement of Student Load, Degrees Conferred by the University of Minnesota, 1873-1926, Evaluation of Interruptions in College Attendance, and Growth in Enrollment at the University of Minnesota, 1920-21 to 1929-30.

His experience as a registrar and the viewpoint acquired thereby have qualified him to make the excellent contribution that he has made as a member of the National Committee on Standard Reports for Institutions of Higher Education. His intelligent prosecution of the work of the Committee on Special Projects, of this Association, has caused it to be recognized as one of the Association's major activities.

Lest it be thought that he confines his activities exclusively to and professional scholarly pursuits, it should be told that he plays billiards for exercise, (!) plays contract bridge and reads detective stories for recreation, votes democratic to save his country, tells funny stories for the amusement of his friends, and smokes a pipe because he can't help it.

IRA MELVILLE SMITH

1928

Ira Melville Smith fifteenth president of the American Association of Collegiate Registrars, was born on February 21, 1885, at Bloomington, Indiana. He spent his boyhood days on a farm, attending the one-room country school for his elementary school work leading to admission to and graduation from the Bloomington High School in 1903. He then attended a business college and followed his "profession" for a number of years as bookkeeper with the National Stone Company while attending Indiana University in the Liberal Arts and Law Colleges, graduating in 1909 with the degree of Bachelor of Laws.

He was married on June 30, 1915, to E. Maude Mooney, who received her degree from Indiana University as a classmate. They have one daughter, Johanne Eelon, who is enthusiastic about the American Association of Collegiate

Registrars, having attended the National meetings with her parents in Atlanta and Seattle at the ages of seven and nine.

Immediately after the close of the University in June 1909 an opportunity was presented to go to the University of Illinois as assistant to the Registrar. He accepted this position and remained at Urbana until the summer of 1920, having received training in service under Registrars W. L. Pillsbury and C. M. McConn.

In the summer of 1920 Mr. Smith accepted an invitation to join the staff of the Recorder and Examiner at the University of Chicago and there served as Assistant Examiner, in charge of admissions, under Mr. Walter A. Payne. In the spring of 1925 he was called to the University of Michigan as Registrar with rank of professor.

His first attendance at the meetings of the American Association of Collegiate Registrars was in St. Louis in 1922. Since that time, he has not missed a national meeting of the Association. He presented a paper at the 1926 meeting in Minneapolis on "Methods of Transferring Credit." He was elected President of the Association in 1928 and presided at the Cleveland meeting. Since that time he has continued to serve on committees and has assisted much in advancing the work of the Association. In the summer of 1928 he attended a meeting of the officers of Canadian Universities held in Montreal as fraternal delegate from the American Association of Collegiate Registrars.

He was elected to the Honor Society of Phi Kappa Phi at the University of Michigan in 1926. He has attended the annual meetings of the North Central Association of Colleges and Secondary Schools since 1925 and has served on various committees of the commissions on secondary schools and higher institutions. He is also a member of the Department of Superintendence and the Department of Secondary School Principals of the National Education Association. He is a member of the Michigan Education Association, Michigan Schoolmasters' Club, Michigan Academy of Science, and the Ann Arbor Rotary Club. He has written articles on trends of college entrance requirements in the

University of Michigan and on the transition from high school to college, which have been published in the *Michigan Magazine of History*, *The Journal of the Michigan Schoolmasters' Club*, *The North Central Association Quarterly*, and national weekly periodicals.

His word of advice to newly appointed registrars is: (1) work hard and conscientiously and without complaint; (2) always be imbued with the spirit of service for others in your institution, including the president, the regents, the deans, the faculties, the students, and for the general public. Such action will make the work pleasant and will contribute toward making this world a better place in which to live.

A NEW FUNCTION OF THE REGISTRAR'S OFFICE

The academic poise of one of our eastern university offices was a bit shaken recently by the receipt of a fairly intelligible note announcing that the writer had heard the University was buying people's babies,—and if it was, she wanted to know by return mail, because she had been thinking of selling hers for a long time!

The registrar's office, surmounting the crushing humiliation of being mistaken for an adoption agency, arose to the occasion and dutifully passed the note on to the State Charities Aid Association in New York City. The latter, no less impressed by the apparent cold-blooded ingenuity of our modern mothers, communicated with its representative in the town in question, who promptly dispatched a district social worker to investigate.

Anticipating sinister clouds threatening the home atmosphere, the investigator was confronted, rather, with an anticlimax in the person of a mother clutching her three children with determination, while apologizing for the illegible handwriting or misspelling responsible for an inquiry concerning the sale of a *baby* when she meant *body*.

The University's Medical School was duly informed of a potential cadaver to be available in the interests of science—and the registrar's staff settled down once more to the drab monotony of grades, transcripts and questionnaires.

PROFESSIONAL AND PERSONAL NEWS

SECTIONAL MEETINGS

Practically every institution of college grade in New York State was represented at a conference of registrars and admissions officers sponsored by the New York State Education Department at Albany on Saturday, November 5, 1932. Ten members of the State Education Department also attended the meeting.

The topic of admissions was discussed in all of its phases, including the treatment of conditions, method of determining advanced standing and evaluation of foreign credentials.

Mr. J. G. Quick, our national association president and guest of the conference, stated that a survey of the policies of various colleges as to the recognition of a condition or deficiency imposed by a school from which the student had previously transferred indicated that ordinarily the second college enforced its own entrance requirements for all transfer students, but conditions or deficiencies in effect at the previous institution were not necessarily carried forward if they were contrary to the regulations of the second institution.

A general agreement was effected that in the future the term "conditioned" shall be used only to indicate a shortage in the number of units presented for admission, while the term "deficiency" shall signify, rather, the lack of a particular subject requirement.

A discussion of the essentials of a satisfactory transcript of college record brought forth the opinion that a records office should be careful to give the exact facts where disciplinary action, delinquency in the payment of fees, etc. is concerned. General approval was expressed of the practice of labeling a partial transcript, and of marking "unofficial" any copies issued directly to students.

The following resolution was approved for presentation to the National Association of Collegiate Registrars:

"RESOLVED: That it is the sense of this meeting that all transcripts should go from institution to institution but that if a transcript is received from an applicant it shall be sent back to the first institution for verification."

HOW ONE UNIVERSITY IS RUN

Twelve volumes describing and evaluating the instructional and research activities, the educational facilities, and the administrative organization of the University of Chicago will be published April 4. This will mark the completion of more than three years' intensive investigation by the survey staff which began work October 1, 1929, under the direction of Professor Floyd W. Reeves, of the Department of Education. The survey was financed by a grant from the General Education Board of New York City, for the purpose of making available to educational institutions throughout the world the pioneering and the progress in method and administration which has been developed at the University of Chicago during its forty years of existence.

"At a time when every college and university is finding it advisable to scrutinize its functions down to the last detail as well as in the large," says Professor Reeves, "this survey of selected aspects of a large university may be of more than ordinary usefulness. In the hands of the administrators of other institutions it will be a tool which may help to solve their own problems.

The twelve volumes, embracing some forty or fifty projects, are as follows:

- I. Trends in University Growth
- II. The Organization and Administration of the University
- III. The University Faculty
- IV. Instructional Problems in the University
- V. Admission and Retention of University Students
- VI. The Alumni of the Colleges
- VII. The University Libraries
- VIII. University Extension Services
- IX. University Plant Facilities

X. Some University Student Problems

XI. Class Size and University Costs

XII. The Oriental Institute

The complete set of twelve volumes is priced at \$22.50 by advance subscription; regular price after publication (April 4) will be \$30.00.

The Minnesota Association of Collegiate Registrars was organized recently. A constitution was adopted providing for two meetings a year, one in the Spring and one in the Autumn. About thirty registrars attended the organization meeting.

The Kentucky Association of Registrars met at the University of Kentucky on January 14 with an attendance of more than fifty. There was a luncheon meeting, presided over by the President of the Association, Maurice F. Seay, Registrar of Union College. A paper was read by M. E. Mattox, Registrar of Eastern State Teachers College, on "The Differentiation of Junior and Senior College Credits"; Mary Page Milton, Registrar of Morehead State Teachers College, made a report of the national convention; and Ezra L. Gillis conducted a round table discussion.

Officers elected for the ensuing year are:

President, Mrs. Cleo Gillis Hester, Murray State Teachers College

Vice-President, H. M. Pyles, Kentucky Wesleyan College

Secretary, Mrs. Margaret Boyden Kilby, Asbury College

The Pacific Coast Association of Collegiate Registrars held a meeting in November at Los Angeles with an attendance of fifty. Admissions, Personnel Service, Budget, and Enrolment Reports occupied prominent places on the program.

MISCELLANEOUS

The educational plan of Colgate University emphasizes the development of the individual through integration of knowledge, exploration of fields of knowledge, and concentration in a chosen field. Five survey courses in the physical

sciences, the biological sciences, the social sciences, the fine arts and literature, and philosophy and religion have been substituted for the group distribution requirements.

In the first two years general education is rounded out, knowledge is integrated, a field of interest is selected, and a foundation for concentration is laid. In these years two-fifths to three-fifths of the student's work load is in the chosen field of special interest. In the last two years one-half of his work load is in the department of concentration and the other courses are selected with a view to integration.

A quantitative requirement for graduation, in terms of 120 semester hours of credit with 132 quality points, is retained, but mastery of the field of concentration must be demonstrated by passing a comprehensive examination.

We have received a copy of a forty page pamphlet entitled *Preparing for College*, published by the Ohio State University. It is used for distribution among high school students and contains information on the following topics: "Who Should Go to College," "What Makes for College Success," "How to Study," "Choosing Your College Course," and "What Ohio State University Does to Help Students Succeed."

B. L. STRADLEY, University Examiner, reports that there is a good demand for the pamphlet.

R. L. BREWER, Registrar of Southern Methodist University, Dallas, Texas, reports that he is losing one of his valuable assistants, Mrs. Seth S. Sibley, who is moving to Houston where Mr. Sibley is connected with the Shell Oil Company.

At a meeting of the registrars of Kansas colleges, held at the Municipal University of Wichita, December 10, 1932, George O. Foster, Registrar of the University of Kansas, read a statement which he had prepared as a memorial and appreciation of the character and work of Mr. Homer S. Myers whose death was reported in the January number of the *Bulletin*. Mr. Myers was for many years registrar of Southwestern College, Winfield, Kansas.

For several years the Kansas colleges have been studying their grade distributions. The Editor has received the most recent report which compares the years 1930-31 and 1931-32. Mr. L. D. Whittemore, Registrar of Washburn College, Topeka, who prepared the report, concludes that the colleges are somewhat liberal with the high grades, especially in the upper college classes. The percentages of the several grades given to seniors, in all schools, are as follows: A, 22.22; B, 40.44; C, 30.22; D, 6.25; F, 0.16.

MISS SARAH E. COTTON, Registrar of Butler University, was fatally injured in an accident last October. This brief statement reached us indirectly from Miss Martha Bebingger, acting registrar, as the *Bulletin* was going to press. Many of you will recall that Miss Cotton attended the meeting last April.

MR. FRANKLIN I. SHEEDER, JR., was recently appointed Registrar of Ursinus College. Mr. Sheeder is the first registrar of this institution. Formerly the functions of the registrar were performed by an assistant to the president. Mr. Sheeder has a Master of Arts degree from the University of Pennsylvania and a Bachelor of Divinity degree from the Central Theological Seminary at Dayton, Ohio.

GO SOUTH, YOUNG MAN, GO SOUTH

A "dating bureau" has been instituted at Arkansas Polytechnic. First choice dates are charged for at the rate of twenty-five cents each.

OHIO NORTHERN ENTERS WHOOPIE ERA

In response to increasing insistence of the student body, Ohio Northern University has removed a sixty-one year ban on dancing.

NEW BOOKS

SURVEY OF THE CHICAGO PUBLIC SCHOOLS

Educational literature was increased to the extent of 1,352 pages in October, 1932, by the publication of the *Report of the Survey of the Schools of Chicago, Illinois*.³ The survey was directed by Professor George D. Strayer, Division of Field Studies, Teachers College, Columbia University. The contract to conduct the survey was signed October 14, 1931, and the undertaking was completed June 1, 1932, at which time twelve typewritten reports were delivered to the Board of Education. Ten thousand printed copies were subsequently delivered to insure a wide consideration of the report by the personnel of the Chicago schools.

A large staff of specialists participated in the survey including seventeen members of the faculty of Teachers College, ten faculty members from other universities (excluding institutions in Chicago) and public school systems, 71 field workers, and a number of clerks and statisticians. The scope of the survey is indicated by the following topics which are considered in Volumes I to IV: in Volume I, administrative organization, business management, school finance, educational personnel, and social services of the schools; in Volume II, adjustment of the school to the pupils, secondary education, and higher education; in Volume III, the curriculum, teaching and supervision in the elementary schools, health and physical education, and vocational education; in Volume IV, and school buildings and the operation of the school plant. Volume V contains a summary statement by Professor Strayer of the findings and a recapitulation of the recommendations of the other volumes.

Analysis of the phases of education treated in the report

³ *Report of the Survey of the Schools of Chicago, Illinois*: Vol. I, pp. xii+350; Vol. II, pp. x+324; Vol. III, pp. x+328; Vol. IV, xii+316; Vol. V, pp. x+138. New York: Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, 1932. 1,352 pages. Complete, \$3.50, single volume, \$1.25.

shows that Volumes I and III deal chiefly with administrative problems. These volumes constitute the larger part of the survey. Inasmuch as the survey was occasioned by conditions in administration which were matters of controversy between the Board of Education on the one hand and the civil administration of Chicago, citizens' organizations, and teachers on the other, the two volumes indicated contain material of greatest local interest. The volumes also make the most important contribution of the report to the literature on educational surveys.

In Volume I the organization of the Board of Education and its relations to the superintendent of schools are carefully analyzed and recommendations are made to provide the basis of needed legal changes and improved administrative practice. This part of the survey uncovers the source of most of the difficulties in the administration of the public schools of Chicago, namely, the multiple type of school organization and administration through standing committees. The recommendation with respect to the abolishment of standing committees has already been accepted by the Board of Education, but the pernicious multiple type of organization which makes the attorney of the Board and the business manager independent of the superintendent and education department must continue until the special act of the legislature which established the organization is revised. If the survey should accomplish nothing more than the awakening of the Board of Education and the public in Chicago to the fallacy of the multiple type of organization and its attending results and to the necessity of promptly correcting the fallacy, the cost of the survey to the city will be justified.

Volumes I and III should also prove to be of great practical value in the administration of the Chicago schools. Principles of efficient business management not applied at present are pointed out; methods of effecting retrenchments required by the financial conditions of the city are proposed; improved practices in building construction, site acquisition, and plant operation are recommended, which if applied will

result in enormous savings in money and increased efficiency in administration. The volumes also contain constructive proposals for the reorganization of the education department, the administration of the educational personnel, and the improvement of social service responsibilities of the school.

The findings and recommendations of Volumes II and III which pertain to the activities of the schools are of less significance at present than those contained in Volumes I and IV. The ultimate value may be as great, or even greater, but careful reading of the reports does not seem to the reviewer to indicate that such will be the case. The members of the survey staff responsible for these volumes were compelled on account of the magnitude of the task to adopt sampling methods which made possible generalizations and recommendations, but not positive findings of diagnostic value to the system as a whole.

The weakness of the reports dealing with the work of the schools is illustrated by the section treating supervision. The surveyors evidently believe that the improvement of the elementary schools must be brought about through supervision. Accordingly an effort was made to set forth the proper conception of supervision, to indicate the nature of its future organization for Chicago, and to indicate the shortcomings of supervision in use at the time of the survey investigation.

No one will disagree with the general principle of the survey staff that supervision is one of the most important educational functions of a city school system, and few will question their wisdom in recommending that the general burden of supervision must rest on the school principal. The improvement of teaching in the individual schools depends on the principal. To aid the elementary-school principal in his task, the survey recommends that an assistant superintendency be established for elementary schools, with a staff of special supervisors to aid the principals with their supervisory programs. The survey staff believes that the district superintendents should be relieved of certain ad-

ministrative duties which make heavy demands on their time, such as budget administration and attendance, and that the time thus released be used in supervision. The gist of the recommendations is that more time should be devoted to supervision, and that it should be organized with a view of establishing responsibility for results.

Group supervision is encouraged with principals and with teachers as a measure of economy and efficiency. The work of the special supervisors and district superintendents is to be largely of the group type in which a number of individuals are counseled at a time regarding a problem, and individual opinions and experiences are utilized for the improvement of the group.

The opinion is expressed without supporting data, although such data may have been possessed by the members of the survey staff, that a broad program of general supervision is generally lacking in the elementary schools of Chicago. The influence of the district superintendents on their schools through supervision is considered slight, due probably in part to present economic conditions and in part to their numerous administrative duties. The proportion of the elementary principals engaged and not engaged in effective supervisory work is not specified by the surveyors, although it is implied in the report that many, because of inadequate training, unsatisfactory experience, and lack of stimulation from their superior officer, neglect supervision.

The first recommendation for the improvement of supervision is that the district superintendents, principals, and special supervisors be organized under an assistant superintendent as a staff to improve supervision. The second recommendation involves the reorganization of administrative duties so that the general supervisors, district superintendents, and principals may secure adequate time for supervision. The third recommendation advises the organization of professional study groups and visiting groups by the district superintendents for the stimulation and training of the principals for supervision.

The recommendations regarding the improvement of

supervision will probably be considered sound by the majority of readers. They are subject to criticism (1) that they are general and are as applicable to other large cities as to Chicago; (2) that they do not differentiate between the needed training of novices and the proper treatment of those of the staff who have already attained eminence in supervision; and (3) that the training program of the staff is not vitally related to the recommendations for the improvement of elementary instruction set forth in the section on the elementary school.

The recommendations and findings of the survey as a whole present a challenge to the Board of Education, administrative officers, and teachers, and to the citizens. If the reports are critically studied as the basis of a constructive program of educational and administrative improvement valuable results will no doubt be realized for the public schools of Chicago.

W. C. REAVIS

A Valuable Handbook.—Anyone who has had experience in the office of the present day registrar knows that he is called upon to answer innumerable questions concerning higher education. He must know the purpose, scope, and curricula of the various types of educational institutions. In this day of easy transfer of students he must have specific information about individual institutions; their organization, faculties, entrance requirements, degree requirements, financial stability, and other facts which help him to evaluate the work of the student he is admitting. *American Universities and Colleges*⁴ contains abundant information on all of these topics.

The book is divided into two parts. Part I, 284 pages, is a survey of the history and development of education and educational agencies in the United States. A short chapter is devoted to the foreign student problem. Considerable

⁴ *American Universities and Colleges*. Edited by John Henry MacCracken for The American Council on Education. Baltimore: Williams and Wilkins Company, 1932. Second ed. xiv+1066 pages. \$4.00.

space is given to the training offered in professional schools and to their accrediting associations. Opportunities for graduate study in the Graduate Schools of Art, Literature, and Science is given by departments. Under each department are listed holders of full professorships in the important universities. Part II contains important information about 521 accredited institutions of higher education in the United States, alphabetically arranged. Under each is given facts about its origin and development, control, endowment, health program, buildings and grounds, library, laboratories, admission requirements, degree requirements, departments, staff, enrollment, fees, administrative officers, and other items of importance.

It is unavoidable that in such a large compilation of facts a few errors will creep in and in these days of economic stress changes will quickly render parts of the information obsolete. Even so, the work appears to be as authentic as anything of its kind, and is distinctly worth while. The information is readily available, being indexed in a number of ways: colleges and universities, (a) by location, (b) by church relationship, (c) exclusively for men, and (d) exclusively for women; publications; names of full professors; names of officers of administration; general index. It should be made accessible to every administrative officer of higher education.

W. F. CRAMER

Incentives to Study.—An attempt to analyze incentives to study through a survey of student opinion has been made by Albert Beecher Crawford,⁵ Director of the department of Personnel Study and Bureau of Appointments at Yale University. Though the topic is familiar, the author's method of attack through the use of student opinion is stimulating and entirely objective. His general topic deals with the analysis of certain factors, viz., ability, external circumstances, experience and study habits, and incentives,

⁵ Crawford, Albert Beecher, *Incentives to Study*. New Haven: Yale University Press, 1929. Pp. xii+188. \$5.00.

and particularly with the educational value of purposive motivation and the need for greater emphasis thereon in our educational procedure. The value of such a study cannot be questioned now when the exigencies of both time and money are serving to emphasize this need.

Certain secondary factors (Economic Status, Definiteness of Orientation, Professional Background or Interest) together with extra-curriculum activities exercise much influence which is attributable to the purposive motivation of which they are all expressions. That these factors do exercise this influence only serves to emphasize the fact that the curriculum, of itself alone, offers inadequate incentives to study. This deficiency of the curriculum is largely due to lack of sufficient purpose discernible therein by the student. As a remedy for this situation, the author suggests a lessening of requirements for the sake of distribution with a consequent emphasis on concentration, overspecialization being avoided through taking a sufficiently broad view of the field of concentration to require familiarity with subjects outside of the student's major interest by emphasizing their relation to it.

This recommendation, coming at a time when many educators are advocating a return to broader fields of knowledge with the stress on their relation to society, is surprising and stimulating. The author's statement that freedom increases self-reliance cannot be denied, but cannot this independence be better exercised by freeing the student from the pressure of daily assignments and routine classroom procedure, and by substituting for them a well-organized syllabus of the material to be covered, leaving the student free to master the material in his own way, than by allowing him free election in the choice of subject matter? After all, the latter is not entirely a matter for personal desire—it is largely dictated by the needs of an individual if he is to become a mature, integrated personality.

ELEANOR B. WHITELOW

Editor's note:—Although this is not a new book, it is reviewed because of its value to those doing personnel work.

EMPLOYMENT SERVICE

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars* and should be sent to the Editor in care of the *Office of the Registrar, University of Chicago*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, two dollars. Additional insertions at the regular rate. Extra space will be charged for at the rate of five cents a word.

In printing these advertisements the Association assumes no obligation as to qualifications of prospective employees or of responsibility of employers.

In making this page available to those seeking personnel and to those seeking employment the American Association of Collegiate Registrars expects that at least some reply will be made to all those answering announcements.

POSITION WANTED: Young man with executive ability desires position as collegiate registrar or assistant. B.A., Brown, 1920. Graduate work in religious education. Three years' teaching experience. Five years' experience in business office. Best of references. Please reply to Paul W. Davis, 1408 Dway Street, Flint, Michigan.

POSITION WANTED: Young man with three years' experience in registrar's office of a large university in the East desires position as registrar, assistant registrar, or recorder. Can furnish best of references together with letter of recommendation from registrar of institution where employed. Address "C" in care of Editor of the Bulletin of the A.A.C.R., Registrar's Office, University of Chicago.

ADVANCEMENT WANTED: Registrar's or administrative office. Eight years present position as assistant registrar in midwestern state university, enrolling seven thousand yearly. Bachelor's degree from state university, Master's from Columbia, major college administration. Interested in eastern positions. Address reply to B care Editor, A.A.C.R., Registrar's Office, University of Chicago. (8)

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